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ABSTRACT

Between February and July 1995, Great Britain's further education (FE) sector was examined to gather information for use in making policy decisions regarding FE. The major phases of the project were as follows: development of an occupational map by research and interviews with individuals involved in administering and delivering FE services; development of a functional map based on information gathered during project team meetings, steering group and regional practitioner workshops, and feedback from sector organizations/colleges; and coordination of the functional map with existing national standards by identification and collation of existing standards to identify gaps. The resultant occupational map included information about the following aspects of the FE sector: jobs/job titles; the FE sector as a part of Great Britain's labor market; employment in the subsectors of FE; qualifications and staff development; initial teacher training, other inservice qualifications; support staff; other staff development; numbers of qualified staff; FE in Scotland; adult education, and trends/changes in the sector. Included in the functional map was information about values in the FE sectors, the functions of the key areas of FE, and overlaps or connections with other sectors. (Appended is information about the project objectives and methodology and the FE sector's size and scope.) (MN)

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Mapping the FE Sector

The views expressed in this report are the author's and do not necessarily reflect the views of the Department for Education and Employment.

This report is a summary of 'Occupational and functional mapping of the further education sector', a detailed project report prepared by Prime Research and Development Ltd in July 1995.

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1 Introduction

This report is a summary of a detailed mapping of the further education (FE) sector undertaken in 1995 resulting in the project report 'Occupational and Functional Mapping of the Further Education Sector'.

In association with the Scottish Office Education Department (SOED) and the Welsh Office (WO), the then Departments for Education and Employment decided in 1994 to establish an occupational and functional map of the FE sector in Great Britain. This could help to inform Ministers making decisions on whether there should be a lead body for the FE sector or some other arrangement.

The Department for Education and Employment (DFEE), as part of the National Standards Programme, requires that all sectors of the economy are 'mapped' to provide a national picture showing the occupational groups which work in different sectors, and the functions performed by these occupations. This information enables the DFEE and sector interests to clarify where particular occupations fit into the national picture and to plan standards and qualifications development rationally, effectively and in a way which is acceptable to the sector concerned.

The project work was undertaken by Prime Research and Development Ltd working in association with a consultant team drawn from the Colleges Employers Forum (CEF), the Employers Association of Scottish Further Education Colleges (EASFEC) and the Sixth Form Colleges Employers Forum.

The Further Education Development Agency (FEDA), and at the start of the project the Further Education Unit, managed the project on behalf of the then Department of Employment. The project was advised by a steering committee comprising key interests in FE.

The project's objectives were firstly to prepare an occupational map identifying the number, job titles, qualifications and development programmes for those in the sector; secondly, building on the occupational map and consultation with the sector, to prepare a functional map which developed an initial functional analysis of the sector to a stage which enables both the recognition by the sector of occupational roles and a comparison with other sectors. Annexe 1 outlines the project's objectives and methodology.

In order to undertake the mapping exercise it was necessary to agree boundaries for the sector. Given the short timescale, it was agreed that the main focus of the project would be the FE corporations and designated colleges, followed by provision offered by local education authority centres and services i.e. community education in Scotland and adult education in England and Wales. As mapping of the Youth and Community Work sector was being undertaken separately, it was not included; it was recognised, however, that in Scotland community education incorporates youth, adult and community work. Annexe 2 describes the scope and size of the sector.

2 The occupational map

2.1 Coverage

Occupational maps are demographic pictures of the sector at a particular point in time. This study had the following remit — to determine the numbers of individuals who are employed in the FE sector. That is, those who:

- work in FE corporations, designated colleges, local education authority centres and services, the voluntary sector, the independent sector and in prison education
- are located across England, Scotland and Wales
- provide education services and facilities to individuals, groups and organisations within the community

It has been possible within the resources of this project to obtain data on:

- the further education sector workforce in relation to the labour market as a whole through using Labour Force Survey data;
- the workforce in FE corporations across England, Wales and Scotland
- the workforce in local education authority/local authority centres and services
- some of those employed by the prison service

From this data, it has also been possible to estimate the numbers employed in the private and independent sector and consider the size of the voluntary sector. However, the picture is limited by the following factors. Job titles are a relatively crude method of describing what individuals actually do at work, and little data was available outside the FE sector. In addition, there have been significant changes in the structure and funding of the sector and in the way statistics have been collected. Those groups which are potentially of greatest interest for the development of standards and qualification, such as those who are part-time, volunteers and in support roles, are those for which the least data is available on their numbers and current qualifications. It has therefore proved difficult to provide a complete picture of the size of the FE workforce; patterns of employment; current levels of employment; potential staff development needs; and trends and changes in the above.

2.2 JOBS AND JOB TITLES

During the project, a number of methods were used to obtain information on the different jobs and job titles in FE corporations. These included:

- obtaining job descriptions from a number of FE corporations
- an analysis of advertisements in the national press over a three month period from February-April 1995 inclusive
- an analysis of the job titles of the delegates at the project's development workshops who were practitioners working in the FE sector;
- a review of staff conditions and remuneration literature
- a review of relevant literature to identify changes in work roles for which individuals were having to prepare
- a review of information provided by the National Union of Students on the jobs and time spent by sabbatical and non-sabbatical officers or college employees working as student liaison officers

The different job titles identified were then sorted into the three major categories for data analysis used by the Further Education Funding Council for England (FEFCE) namely

- teaching and learning
- supporting teaching and learning
- other support roles

These are listed in Table 1 overleaf.

It is worth noting that there are also jobs undertaken by volunteers outside what may be considered as the mainstream. These roles include:

- educational roles: tutors/teaching assistants e.g. in adult basic education, vocational education, general academic education, informal study groups, etc
- management of adult education: committees for voluntary groups and community education
- assisting and supporting the operation of adult education; e.g. fund raising, maintenance of premises, organising and executing educational events, exhibitions, crèches, secretarial work

Job titles are notorious for being an imprecise indicator of actual work functions and responsibilities, in the same way as the term 'volunteer' hides a number of roles.

Table 1. Job titles used in the FE sector

Teaching and learning

Learning management
Director of studies
Director of faculty
Director of curriculum
Director of training
Head of school
Head of faculty *
Head of department (S)
Head of division *
Deputy head of department
Joint acting head of department
Area head
Head of curriculum services
Head of learning services
Section head
Faculty manager
Curriculum manager
Programme manager *
Programme manager — prison education
Enterprise training manager
Programme leader
Division leader
Principal community education officer
Community education officer

Co-ordination
APL/NVQ co-ordinator
Liaison co-ordinator
Curriculum co-ordinator
Adult education co-ordinator
Education co-ordinator
GNVQ co-ordinator
Quality co-ordinator
Section co-ordinator *
Programme co-ordinator
College careers co-ordinator *
Technology placement co-ordinator *
Resource-based learning co-ordinator *
Course organiser

Liaison
Head of customer services
School liaison manager
Adult education and schools liaison manager *
Schools and community liaison manager *
Employer liaison development officer
Employer liaison officer *
Placement monitoring officer *
Placement development assistant *

Lecturing/teaching
Senior lecturer (S)
Lecturer (E, W, S) ****
Lecturer SLDD *
Outreach lecturer
Flexible learning facilitator *
Artist/designer facilitators *
Teacher (E, W)
Tutor
Vocational trainer
Consultant
Senior community education worker
Community education officer

Supporting teaching and learning

Learning resources
Head of college learning resource centres
Head of learning centres
Learning resources manager
Learning support manager
Learning advisor *
Open learning workshop staff (E, W)

Libraries
Library staff (E,W$)
Library resources manager
Librarian
Assistant librarian
College tutor — librarian

Technical learning support
Senior technician *
Supervising technician *
Technician **
Information technology technician (E, W)
Laboratory technician (E, W)
Studio technician (E, W)
Workshop technician (E, W)
Chief technical support officer
Senior technical support officer *
Technical support officer *
Assistant AVA technician *
Workshop managers *

Assisting learning
Teacher assistant *
Instructor (E, W)
Demonstrator (E, W)
Trainers (E, W) *
Youth training supervisors (E, W)
Technician/demonstrator *
Instructor/demonstrator *
Care assistant (E, W)
Language assistant (E, W)
Student assistant *

Other support

Governing
Chairman of governors
Governor
Staff governor
Member of boards of government

College management
Senior management (E, W)
Chief executive
Principal
Principal/director (S)
Deputy chief executive
Deputy principal
Vice principal (S)
Assistant principal (S)
Associate principal *
Associate principal — threshold services *

Student guidance
Careers support staff (E, W)
Director of access and learner services
Head of student support services

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Head of student services
Student manager
Student services manager
Access support manager
Careers manager
Co-ordinator learner support assistants
Guidance team leader
Vocational education advisors

Human resource management and development
Personnel staff (E, W)
Personnel director *
Human resources manager
Personnel manager
Programme manager – personnel services
Personnel officer
Continuing professional development manager
Programmes director
Staff development manager
Staff development officer
Training officer
Administrator – learning development
Education, training and employment officer

Facilities management and support
Facilities manager
Campus manager
Building and estates manager
Property manager
Projects officer *
Property services manager
Facility access co-ordinator
Administrator – estates and facilities
Grounds/garden staff (E, W)
Maintenance staff (E, W)
Security staff (E, W)
Head caretaker
Assistant caretaker **
Cleaner *
Car park attendant *
Sports co-ordinator *
Nursery/crèche staff (E, W)
Nursery assistant *
Catering staff (E, W)
Food sales assistant *

Marketing and development
Head of research and innovation

Head of marketing
Head of communication section
Marketing manager
Development manager
Publicity and external relations officer
Marketing and public relations liaison officer *

Head of planning
Planning and development manager
Planning and market research manager *
Business development manager
Income generation manager *

Information and finance management and support
Head of corporate services
Clerk to the corporation
College secretary *
Chief administrative officer
Academic registrar
Academic and quality registrar *
Student records officer *

Management information system staff (E, W)
Management information systems manager *
Information development manager
Computer manager
Resource manager *
Curriculum administrator *
Systems admininstrator *

Finance staff (E, W)
College accountant
Finance director *
Finance officer
Central purchasing officer *
Purchase ledger assistant *
Sales ledger assistant *

Business services co-ordinator
Project co-ordinator

Central printing services co-ordinator

Administrative staff (E, W)
Secretarial staff (E, W)
Receptionist
Secretary/administrator **
Secretary/administrative assistant *
Administrative officer *
Administrative assistant **

Other
Agricultural workers (E, W)
Invigilators (E)
Occupational health staff (E, W)

Key

(E) FEFCE example
(S) SOED job classification
(W) FEFCW example
* Job description held (number of stars indicates number of job descriptions held)
$ FEFCW have classified library staff under other staff, we have used the FEFCE as the main determiner and left them under this categorisation.

The major job titles used in the sector — teacher in sixth-form colleges, lecturer in FE colleges and tutor in adult education — probably say more about the context in which the individual is employed than the functions which they each perform which are likely to be similar, although none are exclusive to a particular domain.

The information gained by the project indicated that a number of roles had grown in importance since the incorporation of FE colleges, particularly in relation to the roles which had been undertaken by local education authority staff in the past and which were now the responsibility of the colleges. There had also been significant changes brought about by developments in teaching and assessment, such as the introduction of GNVQs. This has led to changes in the nature of the posts advertised, the staff recruited to fill them and hence the overall balance between teaching and learning staff and support staff in the organisation.

The areas of work which were noted as having grown in importance are in the fields of funding and resources; human resource development and management roles; facilities and estates; corporate governance; strategic planning of provision; supporting learning and enhancing the learner's experience; improving the quality of provision; marketing and extending services.

2.3 Workforce statistics — Labour Market Survey

One means of examining overall sector information is through the Labour Force Survey for Great Britain which is published quarterly by the DFEE. This is based on a sample survey of 60,000 households.

Given the nature of the classifications, it was not possible to separate education in prisons from other education and so the numbers given below are assumed to include those who offer education and training services in prisons.

The most significant areas of activity where the FE sector and/or the education sector employs more of that occupational group than any other are education registrars, higher and further education teachers, secondary education teachers, special education teachers, other teaching professionals, laboratory technicians, driving school instructors, nursery nurses, other childcare occupations, caretakers.

These occupational groups provide an initial indication of the areas in which standards and related qualifications development may fall under the responsibility of the FE sector, or the education sector as a whole.

Those areas where the FE/education sector appears to have significant numbers of occupational groups across the workforce as a whole are: personnel, training etc. managers, librarians, library assistants, information officers, vocational and industrial trainers, careers advice etc. specialists, filing and record clerks, kitchen porters, catering assistants, cleaners and domestics.

It is worth noting that 'welfare, community and youth workers' are mainly grouped under 'other community, social and personal sector' where there is an approximate population of 49,157 or 52% of the total.

The Labour Force Survey, for various reasons, appears to underestimate the staff employed in the sector as 288,333 overall, of whom 49% work in professional roles.

2.4 Sector statistics — FE corporations

The FEFCE is in the process of collating and analysing its workforce data based on the Staff Individualised Record (SIR) which collects data on staff employed in FE corporations up to July 31. In addition a one-off census of staff employed on 1 November 1994 was taken. Staff are grouped into those in direct teaching and learning roles, those supporting teaching and learning, and other support work 'which is not direct support of teaching', such as catering and administration. Managers are classified under 'other support' unless their work includes a substantial element of teaching.

Early statistics supplied to the project by FEFCE give a total of 174,209 staff, of whom 42% are male and 58% female. Across FE corporations in England full-time staff just outnumber part-time staff if all staff are considered. However, when considering only teaching and learning staff, a greater proportion (52%) are employed on part-time contracts than on full-time contracts. Set against the fact that a significant number of colleges did not include separate information on part-time staff who were employed under 25% of a full-time worker's time, one can assume that the actual proportion of part-time staff is greater.

The vast majority of staff in FE corporations (63%) are between the ages of 35 and 54, with the age profile being similar across the three categories of staff. As many teaching and learning staff in the FE sector enter the profession as second career, for example following a period in industry, this is as might be expected.

Overall student enrolments in FE corporations for England are 2,786,000 and the total staff complement is 173,523. This gives a ratio of 16:1 across all staff. Taking the figure of 141,748 Welsh student enrolments for the same period, albeit that it is collected on a slightly different basis, the equivalent total staffing figure for Wales can be taken as 8,859.

Statistics are currently only available for academic staff (including managers) in Scotland, although data on support staff will be available shortly. Sixty-four per cent of academic staff are male and 36% female in contrast to the situation in England, where the proportion of females is greater than males (54% to 46% for teaching and learning staff). As in England, the great proportion of staff are in their middle years, 75% being between 35 and 54 years old.

Attempting to gain some form of comparison across FE corporations in the three countries, an estimate of all staff in FE institutions in Scotland taking the figures of academic staff as equivalent to FEFCE/W's 'teaching and learning' and using the three categories used by FEFCE and FEFCW, would suggest a workforce of approximately 7,867.

These estimates therefore suggest that there are just under 200,000 full- and part-time employees (excluding those who work for less than 25% of contracted hours or are paid hourly) in FE corporations in England, Wales and Scotland of whom approximately 120,000 (63%) are in roles directly related to teaching and learning.

2.5 Sector statistics — adult, independent and prison services

The statistics for local authority adult education lecturers in England and Wales are collected as full-time equivalents (FTEs), of which there were approximately 10,000 in January 1995. There are seven times as many FTE staff who are hourly paid and as many of these may only be employed as 0.1 of full-time, part-timers vastly outnumber full-timers.

The Community Education Validation and Endorsement Guidelines give a figure of 1,500 professionally qualified community educators in Scotland and 80,000 part-time and voluntary adult tutors.

It is possible to estimate at least 37,500 staff in private and independent education, using the ratio of 16:1 and based on the survey quoted earlier. It has not been possible to identify any information which shows the staffing of those involved in the voluntary sector.

There is no central record kept by HM Prison Service of the number of staff employed by contractors, although many of these will appear in college figures; HM Prison Service itself employs approximately 400 instructors in England and Wales, plus others engaged in work-based training.

Despite the fact that the workforce data is partial, it is possible to make an informed estimate of 400,000 individuals working in the FE sector of whom 240,000 (60%) work in roles directly related to teaching and learning.

2.6 Qualifications and staff development

There is no statutory requirement for teaching and lecturing staff in FE corporations in England and Wales to possess professional teaching qualifications, although in practice this may be asked for by employers advertising for posts. As sixth-form colleges developed from a school base, there has historically been a statutory requirement for qualified teaching status for members of staff in sixth-form colleges.

However, there is an agreement under the Common Accord between NCVQ and the NVQ and GNVQ awarding bodies that all those staff who are responsible for the assessment and verification of NVQs, will be required to have the relevant units from the Training and Development Lead Body — D32 and D33 for assessment and D34 for internal verification.

Qualifications for FE teaching are distinct from those for school teaching and are not directly transferable. Employers in FE looking for teaching staff will usually expect a craft, professional or academic qualification in the subject as well as relevant professional, industrial or business experience.

Qualifications and staff development can be grouped as follows:

- initial teacher/tutor training qualifications — this includes the Certificate in Education, Post Graduate Certificate in Education and the C&G 730 series
- continuing professional development qualifications for teaching and training e.g. NVQs in training and development, the assessor and verifier awards, specialist awards offered by BTEC, C&G, RSA (e.g. for language teaching, Basic Education)
- professional development qualifications for management e.g. higher diplomas and degrees in management, such as Post Graduate Diplomas in Adult Education, Vocational Education, Post-Compulsory Education, Educational Management; Masters of Arts in similar areas, MBAs, and NVQs in Management
- initial and professional development qualifications for support staff who are not managers
- staff development which is not accredited

2.7 Initial teacher training

Most FE teaching staff have initial teacher training on an in-service basis. From a 1994-5 survey by the Universities Professional Development Consortium (UPDC) and figures from the C&G, it is estimated that there could be up to 12,000 staff in the FE sector engaged in initial teacher training at any one time.

The C&G 730 Further and Adult Education Teachers' Certificate is probably the most extensively used award for initial teacher training in-service in England and Wales. Some staff continue on to the Certificate in Education (Cert. Ed. FE) and degrees. Some other education degrees and post-graduate training now incorporate TDLB standards, in some cases separately accrediting Assessor and Verifier Awards. The new TDLB NVQs in Training and Development re-accredited in 1995 are to be offered by more universities and the FE sector has been widely consulted during their revision.

2.8 Other in-service qualifications

The most common accredited in-service awards are the TDLB Assessor and Verifier Awards, as these have been a requirement for staff assessing NVQs and GNVQs due to awarding body requirements under the NCVQ Common Accord. New 'G' units on planning and assessing GNVQs available from September 1995 will set 'standards' for those teaching on or assessing GNVQs unless they already have the appropriate TDLB unit awards.

There are also a number of university and college awards designed for experienced and qualified teachers and lecturers in colleges (usually called in-service awards). A number of qualifications are offered by different awarding bodies usually relating to specialist areas of work. Post-graduate diplomas and masters degrees in post-compulsory education are offered by several university education departments to lecturers and managers.

During the project workshops it was obvious that a number of management staff are seeking development and accreditation through the use of the Management NVQs. This is supported by the recent report from the Institute of Education's International Centre for Research on Assessment, which reported that Management NVQs are the one area where there appears to be greater demand by academic staff and their managers for NVQs.

2.9 Support staff

The same study noted that there was interest and activity in FE corporations in offering NVQs to support staff. This finding is supported by information supplied by project workshop participants, some of whom stated that NVQs/SVQs had been successfully introduced for a range of support roles. Responses to NVQs from professional teaching staff were very mixed: success with support staff may detract from their value to academic staff, and some academic staff were unhappy with the Assessor and Verifier Awards, and ignorant of the full TDLB NVQs.

The study also noted that there had been a major shift in most colleges toward training and development for support staff largely as a result of greater flexibility in the use of staff development budgets post-incorporation.

Many support staff in FE corporations will hold a wide range of professional and vocational qualifications, such as accountancy, librarianship, personnel management, secretarial skills, information technology, and estates management. A number of these qualifications like those for teaching and lecturing staff will be at degree or post-graduate level.

There appears to be no current readily available data on the details of staff development and qualifications available to support staff in the FE sector suggesting a need for further research into this area.

2.10 Other staff development

FE corporations have always been involved in up-dating their staff due to changes in the subject and the curriculum and their related effects on the role of teachers and lecturers. This link between staff development and curriculum development has traditionally been a strong one, although post-incorporation there has been a shift of focus with staff development being increasingly linked to strategic and organisational development plans.

Staff development may be undertaken internally in the colleges or staff may attend external events or courses. If the in-depth study of ten colleges carried out by the International Centre for Research on Assessment reflects the wider picture for all FE corporations, then there has been a major shift from external to internal staff development provision.

2.11 Number of qualified staff

Of the 174,209 returns received by FEFCE in relation to the qualification level of staff in FE corporations in England, 62,504 (36%) were professionally qualified, 13,983 (8%) were qualified to higher technical level, 36,078 (21%) had qualifications between foundation and advanced level, while 15,003 (9%) had no formal qualification. However, the high level of 'not known' in this data makes it somewhat difficult to draw firm conclusions. This occurs because it is optional for colleges to report the highest qualification level for staff who are employed for less than 25% of full-time.

If one looks only at those staff who have a primary role in teaching and promoting learning then the proportion of those who are professionally qualified increases to just under 50% with a fairly even spread between the other qualification levels.

In sixth-form colleges there are more teachers with qualified teacher status and a significantly greater proportion of 'other support staff' with no or few formal qualifications than in other colleges.

2.12 Scotland

As in England and Wales, there is no requirement for lecturers in Scotland to possess a teaching qualification before being able to lecture in FE corporations.

At present, teacher training for FE lecturers in Scotland is available through one in-service course run by the Scottish School for Further Education (SSFE) at Strathclyde University leading to the Certificate in Education (Further Education), the completion of which entitles lecturers to the Teaching Qualification (FE).

While 67% of the academic staff hold teaching qualifications, 82% of these are employed full-time, only 33% of those who work part-time hold a relevant teaching qualification.

Those working as lecturers, or thinking of becoming lecturers, in Scottish colleges of further education may also use a number of other routes to gain a related vocational qualification. These routes include:

- Scottish Vocational Qualifications (SVQs) based on the TDLB standards
- SCOTVEC Professional Development Awards for Trainers
- SCOTVEC National Certificate Units providing the underpinning knowledge and limited practice leading to an SVQ level 3
- The Certificate in Training Practice which consists of 6 National Certificate units and leads to Associate Membership of the Institute of Personnel and Development
- SCOTVEC Higher National Units
- C&G 730 series.

The Scottish Further Education Unit (SFEU) has developed a Scottish Training and Accreditation for Management Programme (STAMP), which is designed to offer a coherent approach to organisational and management development and the option of management awards, in the main through work-based learning. SFEU has also recently completed the development of management competences in FE in recognition of the changing environment in which FE managers work and the new areas of management where competence is required.

2.13 Adult education

In England and Wales, those who work in adult education often access the same types of qualification as those who support teaching and learning in FE corporations, particularly making use of the C&G 730 series (especially Stage One). However, there are few up-to-date figures on the qualifications of staff employed in adult education centres in England and Wales. The Statistics of Education, Teachers in Service in England and Wales for 1991 provides information for full-time staff in Divided Service and Miscellaneous Establishment which includes adult education centres, youth welfare, adult welfare centres and nursery training centres. These statistics indicate that there are only slightly more full-time lecturers with teacher training qualifications than those without. This percentage is likely to drop among part-time lecturers, suggesting that there may be more of an audience here for new forms of qualifications.

In Scotland, the Community Education Validation and Endorsement Committee (CeVe) has been given delegated powers by the Minister of Education in Scotland since 1991 to develop and implement methods leading to the endorsement of qualifying training for professional staff in community education, training for part-time and voluntary workers, in-service courses and staff development programmes and mutual recognition of community education qualifications in the European Union and internationally.

The new CeVe guidelines are competence-based which is seen as the 'product of an integration of knowledge, skills and values, with the competent community educator being able to think, to act and to critically reflect on practice'. The six key aspects of competence identified are:

- to engage with the community
- to develop relevant learning and education opportunities
- to empower the participants
- to organise and manage resources
- to practise community education within different settings
- to use evaluative practice to assess and implement appropriate changes

Given the resources and timescales of this project, it was not possible to identify the range of qualifications which those in the voluntary, private and prison parts of the sector use. However, there is no reason to doubt that they will be in any way significantly different from those in the public sector.

2.14 TRENDS AND CHANGES IN THE SECTOR

The purpose of identifying trends and changes in an occupational mapping is to show how things may change over the next few years in order to provide a reference point for any later development of national occupational standards or qualifications. Changes in the funding of services, advances in technology, consumer awareness, increased global competition, methods of assessing quality, governance and accountability all impact on role expectations within FE, which is responding by:

- changing organisational structure, effectiveness and the use of resources; e.g. changing contractual arrangements, shift to temporary and fractional appointments, contracting out core services, rise in support services and non-teaching staff, mergers and redundancies, new sources of funding

- exploiting new technologies; e.g. curriculum changes replacing traditional craft skills training with new technologies, new forms of learning requiring changes in delivery and roles, new competences required by learning facilitators, increased networking, improvements and increase in data collection

- changing their relationships with customers and other users of services; e.g. targeting and teaching more adults, more flexible and modularised provision, meeting customer entitlements

- changing their relationships with the wider environment, including markets and stakeholders; e.g. more competition between providers, development of franchising and working in partnership with TECs and other bodies, increasing importance of industry links

3 The functional map

3.1 The purpose of a functional map

A functional map differs from an occupational map in that it reinterprets the 'raw' occupational data in terms of expectations and contributions which people are expected to make, now and in the future. The functions are expressed in a format agreed by the DFEE, NCVQ and SCOTVEC, as 'outcomes', results or achievements, rather than activities, tasks, underpinning knowledge or any other requirements which may be attributed to individuals. A functional map presents a holistic view of the outcomes expected of work roles in a particular sector and has several features which make it different from other ways of describing work. It describes intended results or outcomes of work, not job titles, activities, tasks or skills; is based on agreed best practice; is forward looking rather than reflective; explicitly reflects underpinning values and ethics.

A map is a description of occupational competence. Competence is defined as the achievement of outcomes associated with particular work roles. Statements in a map describe the fundamental nature of work roles in a sector. A work role, in this context, is not a job (such as technician) nor a set of tasks, nor an organisational rank (such as senior finance officer) nor a professional role descriptor (such as lecturer or teacher). The map makes no specific reference to particular occupational groups. Some will find their functions in one particular part of the map; others will be able to identify a number of functions in different parts of the map which when taken together will describe the various roles making up their particular job.

A functional map is used for the following, quite limited purposes:

- to identify key functions at one or two levels of detail (analysis)
- to show ways in which key functions relate to one another (synthesis)

The overall purpose is to provide a starting point from which occupational standards can be developed and as a functional map is a broad outline of an occupational area and needs to be complete, relevant and credible. The functional map of the FE sector was developed from the contributions of nearly 300 participants in structured workshops .

(See pp20-21 for Table 2. The functional map)

Table 2. The functional map

Key purpose

Identify, develop, provide and promote high quality continuous learning opportunities in partnership with individuals, groups and organisations within the community to enable them to meet their changing needs and achieve their potential

A Develop strategies for enabling individuals, groups and organisations within the community to meet their changing needs and achieve their potential

- **A1** Investigate and determine the changing learning needs of individuals, groups and organisations within the community
  - A11 Empower individuals, groups and organisations within the community to determine their own learning and development needs
  - A12 Develop, maintain and improve systems for scanning the social and economic environment for trends and changes
  - A13 Summarise and inform relevant bodies of the changing learning and development needs of individuals, groups and organisations within the community
- **A2** Identify, negotiate and agree targets for services and facilities which meets the changing learning needs of individuals, groups and organisations within the community
  - A21 Identify, monitor and evaluate the opportunities and constraints on service users, services and facilities
  - A22 Identify targets for services and facilities which meet the changing learning needs of individuals, groups and organisations within the community
  - A23 Negotiate and agree targets for services and facilities with actual and potential service users and funding organisations
- **A3** Formulate, evaluate and improve policies, strategies and plans for services and facilities which promote learning to meet changing needs
  - A31 Empower individuals, groups and organisations within the community to influence policies, strategies and plans for services and facilities
  - A32 Formulate and agree policies, strategies and plans for services and facilities which promote learning
  - A33 Implement and monitor policies, strategies and plans for services and facilities which promote learning
  - A34 Review and evaluate the implementation of policies, strategies and plans for services and facilities which promote learning

B Deliver and continuously improve the quality of education, training and development opportunities to enable individuals, groups and organisations to learn

- **B1** Research, develop and promote learning and services and facilities which support learning
  - B11 Research and investigate how individuals, groups and organisations learn and how learning can be enhanced
  - B12 Research, develop and trial new services and facilities for enhancing learning
  - B13 Promote the results of research and development and enable others to make best use of research findings
  - B14 Enable and encourage individuals, groups and organisations within the community to value learning & develop their own capacity to learn
  - B15 Promote services, facilities and materials which support learning and enable individuals, groups and organisations within the community to access them
- **B2** Advise, guide and counsel individuals, groups and organisations on learning opportunities and ways in which they can best make use of them
  - B21 Advise, guide and counsel individuals, groups and organisations on the learning opportunities available
  - B22 Advise, guide and counsel individuals, groups and organisations on progression routes and opportunities
  - B23 Advise, guide and counsel individuals, groups and organisations on how they might gain financial support for their learning
  - B24 Advise, guide and counsel individuals, groups and organisations on how to overcome problems which get in the way of their learning
- **B3** Prepare, maintain and enhance materials and equipment used to encourage learning
  - B31 Develop, pilot and evaluate learning materials which enable individuals and groups to learn by themselves
  - B32 Prepare, maintain and enhance computer-based learning materials and equipment for use by individuals and groups
  - B33 Prepare, maintain and enhance paper-based and audio-visual learning materials and equipment for use by individuals and groups
- **B4** Plan, manage and evaluate programmes of learning and learning activities
  - B41 Plan, coordinate, evaluate and improve programmes of learning for individuals, groups and organisations
  - B42 Develop, evaluate and improve materials for use in learning activities
  - B43 Plan, implement and evaluate specific development activities for individuals and groups
  - B44 Plan, deliver and evaluate specific presentations, demonstrations and instructions which enable individuals and groups to learn
  - B45 Plan, implement and evaluate coaching and mentoring activities and learning contracts
  - B46 Assess individual and group progress and provide feedback to inform future learning
- **B5** Enable individuals, groups and organisations to have their achievements recognised
  - B51 Enable individuals to have their achievement recognised through certification
  - B52 Enable organisations to have their achievement recognised through certification
  - B53 Enable the community to recognise the achievements of individuals, groups and organisations
- **B6** Provide services which enable individuals and groups to make best use of learning opportunities and facilities
  - B61 Prepare, maintain and enhance facilities and equipment specifically designed to support learning
  - B62 Support learners to enable them to make optimum use of facilities devoted to learning
  - B63 Provide and improve services which enable individuals to gain access to learning opportunities and facilities
  - B64 Provide and improve services which enable individuals with special needs to make optimum use of learning opportunities and facilities

C Coordinate, evaluate and improve the quality of learning provision
C1 Coordinate, evaluate and improve methods and opportunities for promoting the benefits of learning and services and facilities which support and enhance learning
C11 Plan and establish new methods and opportunities for researching, developing and promoting learning and related services and facilities
C12 Support and monitor those who research, develop and promote learning and related services and facilities
C13 Evaluate and improve methods and opportunities for researching, developing and promoting learning and related services and facilities
C2 Coordinate, evaluate and improve advice, guidance and counselling provision
C21 Plan and establish advice, guidance and counselling provision which meets the changing needs of individuals, groups and organisations within the community
C22 Support, monitor and maintain advice, guidance and counselling provision to meet the changing needs of individuals, groups and organisations
C23 Evaluate and improve the quality of advice, guidance and counselling provision to meet the changing needs of individuals, groups and organisations
C3 Coordinate, evaluate and improve the provision of learning materials and equipment
C31 Coordinate, evaluate and improve the provision and quality of learning materials which enable individuals and groups to learn by themselves
C32 Coordinate, evaluate and improve the provision and quality of computer-based learning materials and equipment
C33 Coordinate, evaluate and improve the provision and quality of paper-based and audio-visual resource provision
C4 Coordinate, evaluate and improve the provision of learning programmes and activities
C41 Plan and establish the provision of new learning programmes and activities which meet the changing needs of individuals, groups and organisations within the community
C42 Support and monitor those who provide learning programmes and activities
C43 Evaluate and improve the quality of learning provision to confirm that it meets the changing needs of individuals, groups and organisations
C5 Coordinate, evaluate and improve methods and opportunities for recognising achievement
C51 Plan and establish new methods and opportunities for recognising the achievement of individuals, groups and organisations within the community
C52 Support, monitor and verify the decisions of those who enable individuals, groups and organisations to have their achievements recognised
C53 Evaluate and improve methods and opportunities for recognising the achievement of individuals, groups and organisations within the community
C6 Coordinate, evaluate and improve services which enable individuals and groups to make best use of learning opportunities and facilities
C61 Plan and establish new learning support services to improve individual and group use of learning opportunities and facilities
C62 Support and monitor those who provide learning support services and facilities
C63 Evaluate and improve the provision and quality of learning support services and facilities
D Obtain, deploy, maintain and develop resources and facilities to promote and support learning
D1 Secure, develop, deploy and evaluate financial and physical assets
D11 Develop and propose applications to secure funding
D12 Develop, maintain and evaluate systems and processes for acquiring and deploying the use of financial and physical assets
D13 Monitor and evaluate the acquisition and deployment of financial and physical assets
D2 Recruit, develop, deploy and appraise people who provide services and facilities to enable them to do so effectively
D21 Recruit and select people who have the potential to improve the quality of learners' experience
D22 Deploy and support people to enable them to improve the quality of learners' experience
D23 Develop and appraise people to enable them to improve the quality of learners' experience
D3 Provide services to enhance and support the experience of individuals and groups who use learning facilities
D31 Prepare, maintain and enhance the safety, security, cleanliness and appearance of the environment
D32 Provide and improve services to support the health and social well-being of individuals and groups within learning facilities
D4 Coordinate, facilitate, effect and improve the flow of information, people and goods within services and facilities
D41 Coordinate, facilitate, effect and improve services to receive and direct individuals and groups to, within and between learning services and facilities
D42 Coordinate, facilitate, effect and improve services to produce and process information
D43 Coordinate, facilitate, effect and improve the receipt, storage and flow of equipment, goods and materials to, within and between facilities

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3.2 Values in the FE sector

Some occupational areas (e.g. the care, and advice, guidance and counselling sectors) have found it helpful to draw up a statement of values for their sector to underpin the map. A draft statement of principles and commitments was initially produced through analysing various written statements, such as the mission statements and commitments of FE corporations and the values expressed in community education, and the synthesis was discussed by workshop participants. The statements were then grouped under the headings of Commitment to Lifelong Learning, Quality of Services and Equality of Opportunity. When developed further, this could allow those scrutinising the functional map to evaluate whether the map accurately reflects the spectrum of work roles. A statement of values can help those developing the map further to audit whether these values are portrayed in the detail.

3.3 The key areas

The functional map starts from a key purpose statement which went through successive drafts as it was debated and refined. It attempts to capture the sector's role as enabler of high quality learning experiences to a wide community, for example, the word 'organisations' is intended to encompasses business enterprises as well as other organisations.

The key purpose is split into four domains (A-D). Each of the domains is then logically divided into key areas which themselves are split into key roles. It is from the key roles that units of competence for use in NVQs/SVQs can be developed.

The rationale underlying the four domains is as described below.

Domain A
Develop strategies for enabling individuals, groups and organisations within the community to meet their changing learning needs and achieve their potential

This is the strategic planning function within the sector and includes finding out (in a variety of ways) about changing needs in the community, identifying, negotiating and agreeing targets for services and facilities to meet those needs and setting policies, strategies and plans which promote learning and meet the targets set.

Domain B
Deliver and continuously improve the quality of education, training and development opportunities to enable individuals, groups and organisations to learn

This domain describes the main technical functions in the sector — that which distinguishes the sector from others in the economy. It consequently includes those work roles focusing on teaching and learning which individuals would tend to see as being at the heart of the sector.

Domain C
Co-ordinate, evaluate and improve the quality of learning provision

Domain C describes the operational management of the sector — co-ordinating, evaluating and improving quality in the sector's services and facilities. The main focus of Domain C is in managing all of the services which are being delivered (and have been described) in Domain B.

Domain D
Obtain, deploy, maintain and develop resources and facilities to promote and support learning

Domain D describes those work roles which are related to obtaining, deploying, maintaining and developing the resources and facilities which promote and support learning. The resources may be financial and physical resources — estates, equipment, finance, or the human resource.

3.4 Overlaps and connections with other sectors

There are two main reasons for showing the relationships between this functional map and the standards and NVQs/SVQs produced by others. These are to:

- identify where the work of other lead bodies may be appropriate to those who work in the FE sector
- inform discussions and decisions on responsibility for taking forward the further development of standards and qualifications

The occupational map identified the following job titles as being significant in the FE sector (or the education sector as a whole): education registrars, teachers and lecturers, laboratory technicians, driving school instructors, nursery nurses and other childcare occupations, and caretakers. These occupational groups provide an initial indication of the areas in which standards and related qualifications development may fall under the responsibility of the (further) education sector. Development of standards and qualifications has also taken place for some of these groups.

There are also a number of jobs in FE where a significant number of individuals are employed, but where there are greater numbers employed in other sectors. Most of these jobs have already been, or are in the process of

being, covered by the development of standards and related qualifications through the work of other lead bodies. Finally, there are some jobs in the sector which are so small in overall numbers that the sector's interest is only likely to lie in knowing about the qualifications which are relevant in terms of recruitment and retention; other than that, the sector would have no specific interest in their development.

Descriptions in the functional map were matched to existing national occupational standards and NVQs/SVQs in Tables 3 and 4 (pp26-29).

This showed that there were a significant number of complete NVQs/SVQs which may be of interest to the FE sector and an even greater number of standards contained in NVQs/SVQs from which the FE sector could draw. To enable those who take the work forward to consider the priority for any future developments, the standards and NVQs/SVQs developed by other organisations were grouped against four main headings:

- roles which might be considered to be mainstream to the sector
- specialist roles which might occur in the sector but where those who fill the work roles are likely to have had other specialist training
- other roles which are increasingly out-sourced and provided through external contracts to the sector
- the development work undertaken in Scotland by the SFEU and the SOED on the competences of FE lecturers and managers in FE colleges

It is the mainstream area of practice which provides an indication of the priorities for the FE sector. If we then consider the focus of practice in the sector to lie in domains B and C of the functional map in the first instance, we can identify the work of the following lead bodies as being of particular relevance:

- the Training and Development Lead Body (now part of the Employment Occupational Standards Council) for the great deal of overlap between the roles of education and training
- the Advice, Guidance, Counselling and Psychotherapy Lead Body for generic advice, guidance and counselling roles
- the Marketing Standards Board — for promoting learning, and learning services and facilities
- the Sales Qualifications Board — for selling services and materials
- Management Charter Initiative — for generic management roles

It is also necessary to draw to the attention of those who are to take the work forward, the work of the following two Occupational Standards Councils:

- the Care Sector Consortium (CSC) — in relation to the standards which have been developed for community workers, a boundary issue given the different ways of organising local education authority services north and south of the border

- the Science Mathematics and Technology OSC — in relation to the development of standards for laboratory technicians, and research and development roles

Work has been taking place in Scotland on the development of occupational standards for use in FE. The first, sponsored by the SOED, concerns occupational standards pertinent to the Initial Training of FE College Lecturers in Scotland. The second, undertaken by the SFEU and drawn from the MCI looks at the competences of managers in FE corporations. In the third, the CeVe has produced competences to structure the training of community educators.

As the exercise to link other standards to the FE functional map was undertaken by desk research, the links which are shown can only be seen as likely or possible relationships, as the qualifications and standards have not been evaluated by those working in the sector. Further work to confirm the validity and usefulness of extant standards in fully describing what individuals in the sector are actually expected to achieve in their work roles would be necessary.

As can be seen from this mapping exercise, a large range of lead bodies have developed standards and NVQs/SVQs which are of potential relevance to the work of the FE sector. It appears, however, that there is still a considerable amount of work to be carried out before one could argue that there were sufficient standards and NVQs/SVQs for the education sector as a whole. In addition, when considering this question, one would also need to take into account the qualifications which are already available to individuals and organisations through alternative routes, such as those for teachers and lecturers.

It would be particularly important to have the map scrutinised by adult education, and youth and community work as there has only been a small amount of input from these areas, notably from community educators in Scotland. The extent to which the map reflects their interests therefore needs to be further considered especially given the differing structure of services north and south of the border.

Table 3. Standards which may be applicable to FE

Key Purpose
Identify, develop, provide and promote high quality continuous learning opportunities in partnership with individuals, groups and organisations within the community to enable them to meet their changing needs and achieve their potential

Sectors represented by Lead Bodies, Occupational Standards Councils (OSCs) or Industry Training Organisations (ITOs) which are relevant to the Further Education sector

Key Roles from the Further Education Functional Map	Accounting	Administration	Advice, Guidance, C & Ps therapy	Building Management	Cleaning	Customer Service
A11 Empower individuals, groups and organisations within the community to determine their own learning and development needs						
A12 Develop, maintain and improve systems for scanning the social and economic environment for trends and changes						
A13 Summarise and inform relevant bodies of the changing learning and development needs of individuals, groups and organisations within the community						
A21 Identify, monitor and evaluate the opportunities and constraints on service users, services and facilities						
A22 Identify targets for services and facilities which meet the changing learning needs of individuals, groups and organisations within the community						
A23 Negotiate and agree targets for services and facilities with actual and potential service users and funding organisations						
A31 Empower individuals, groups and organisations within the community to influence policies, strategies and plans for services and facilities						
A32 Formulate and agree policies, strategies and plans for services and facilities which promote learning						
A33 Implement and monitor policies, strategies and plans for services and facilities which promote learning						
A34 Review and evaluate the implementation of policies, strategies and plans for services and facilities which promote learning						
B11 Research and investigate how individuals, groups and organisations learn and how learning can be enhanced						
B12 Research, develop and trial new services and facilities for enhancing learning						
B13 Promote the results of research and development and enable others to make best use of research findings						
B14 Enable and encourage individuals, groups and organisations within the community to value learning and develop their own capacity to learn						
B15 Promote services, facilities and materials which support learning and enable individuals, groups and organisations within the community to access them						
B21 Advise, guide and counsel individuals, groups and organisations on the learning opportunities available			●			
B22 Advise, guide and counsel individuals, groups and organisations on progression routes and opportunities			●			
B23 Advise, guide and counsel individuals, groups and organisations on how they might gain financial support for their learning						
B24 Advise, guide and counsel individuals, groups and organisations on how to overcome problems which get in the way of their learning			●			
B31 Develop, pilot and evaluate learning materials which enable individuals and groups to learn by themselves						
B32 Prepare, maintain and enhance computer-based learning materials and equipment for use by individuals and groups						
B33 Prepare, maintain and enhance paper-based and audio-visual learning materials and equipment for use by individuals and groups						
B41 Plan, coordinate, evaluate and improve programmes of learning for individuals, groups and organisations						
B42 Develop, evaluate and improve materials for use in learning activities						
B43 Plan, implement and evaluate specific development activities for individuals and groups						
B44 Plan, deliver and evaluate specific presentations, demonstrations and instructions which enable individuals and groups to learn						
B45 Plan, implement and evaluate coaching and mentoring activities and learning contracts						
B46 Assess individual and group progress and provide feedback to inform future learning						
B51 Enable individuals to have their achievement recognised through certification						
B52 Enable organisations to have their achievement recognised through certification						
B53 Enable the community to recognise the achievements of individuals, groups and organisations						
B61 Prepare, maintain and enhance facilities and equipment specifically designed to support learning						
B62 Support learners to enable them to make optimum use of facilities devoted to learning						
B63 Provide and improve services which enable individuals to gain access to learning opportunities and facilities						
B64 Provide and improve services which enable individuals with special needs to make optimum use of learning opportunities and facilities						
C11 Plan and establish new methods and opportunities for researching, developing and promoting learning and related services and facilities						
C12 Support and monitor those who research, develop and promote learning and related services and facilities						
C13 Evaluate and improve methods and opportunities for researching, developing and promoting learning and related services and facilities						
C21 Plan and establish advice, guidance and counselling provision which meets the changing needs of individuals, groups and organisations within the community			●			
C22 Support, monitor and maintain advice, guidance and counselling provision to meet the changing needs of individuals, groups and organisations			●			
C23 Evaluate and improve the quality of advice, guidance and counselling provision to meet the changing needs of individuals, groups and organisations			●			
C31 Coordinate, evaluate and improve the provision and quality of learning materials which enable individuals and groups to learn by themselves						
C32 Coordinate, evaluate and improve the provision and quality of computer-based learning materials and equipment						
C33 Coordinate, evaluate and improve the provision and quality of paper-based and audio-visual resource provision						
C41 Plan and establish the provision of new learning programmes and activities which meet the changing needs of individuals, groups & org s within the community						
C42 Support and monitor those who provide learning programmes and activities						
C43 Evaluate and improve the quality of learning provision to confirm that it meets the changing needs of individuals, groups and organisations						
C51 Plan and establish new methods and opportunities for recognising the achievement of individuals, groups and organisations within the community						
C52 Support, monitor and verify the decisions of those who enable individuals, groups and organisations to have their achievements recognised						
C53 Evaluate and improve methods and opportunities for recognising the achievement of individuals, groups and organisations within the community						
C61 Plan and establish new learning support services to improve individual and group use of learning opportunities and facilities						
C62 Support and monitor those who provide learning support services and facilities						
C63 Evaluate and improve the provision and quality of learning support services and facilities						
D11 Develop and propose applications to secure funding						
D12 Develop, maintain and evaluate systems and processes for acquiring and deploying the use of financial and physical assets						
D13 Monitor and evaluate the acquisition and deployment of financial and physical assets						
D21 Recruit and select people who have the potential to improve the quality of learners' experience						
D22 Deploy and support people to enable them to improve the quality of learners' experience						
D23 Develop and appraise people to enable them to improve the quality of learners' experience						
D31 Prepare, maintain and enhance the safety, security, cleanliness and appearance of the environment						
D32 Provide and improve services to support the health and social well-being of individuals and groups within learning facilities						
D41 Coordinate, facilitate, effect and improve services to receive and direct individuals and groups to, within and between learning services and facilities		●				
D42 Coordinate, facilitate, effect and improve services to produce and process information						
D43 Coordinate, facilitate, effect and improve the receipt, storage and flow of equipment, goods and materials to, within and between facilities		●				

(3) Not available separately as NVQ/SVQ - potentially applicable across most roles. (4) Some standards available now - others under development

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Table 4. Full NVQs/SVQs which may be applicable to FE

Key Purpose
Identify, develop, provide and promote high quality continuous learning opportunities in partnership with individuals, groups and organisations within the community to enable them to meet their changing needs and achieve their potential

Sectors represented by Lead Bodies, Occupational Standards Councils (OSCs) or Industry Training Organisations (ITOs) which are relevant to the Further Education sector

Key Roles from the Further Education Functional Map	Accounting	Administration	Advice, Guidance, C & Ps'therapy (1)	Building Management	Cleaning	Customer Service (2)
A11 Empower individuals, groups and organisations within the community to determine their own learning and development needs						
A12 Develop, maintain and improve systems for scanning the social and economic environment for trends and changes						
A13 Summarise and inform relevant bodies of the changing learning and development needs of individuals, groups and organisations within the community						
A21 Identify, monitor and evaluate the opportunities and constraints on service users, services and facilities						
A22 Identify targets for services and facilities which meet the changing learning needs of individuals, groups and organisations within the community						
A23 Negotiate and agree targets for services and facilities with actual and potential service users and funding organisations						
A31 Empower individuals, groups and organisations within the community to influence policies, strategies and plans for services and facilities						
A32 Formulate and agree policies, strategies and plans for services and facilities which promote learning						
A33 Implement and monitor policies, strategies and plans for services and facilities which promote learning						
A34 Review and evaluate the implementation of policies, strategies and plans for services and facilities which promote learning						
B11 Research and investigate how individuals, groups and organisations learn and how learning can be enhanced						
B12 Research, develop and trial new services and facilities for enhancing learning						
B13 Promote the results of research and development and enable others to make best use of research findings						
B14 Enable and encourage individuals, groups and organisations within the community to value learning and develop their own capacity to learn						
B15 Promote services, facilities and materials which support learning and enable individuals, groups and organisations within the community to access them						
B21 Advise, guide and counsel individuals, groups and organisations on the learning opportunities available						
B22 Advise, guide and counsel individuals, groups and organisations on progression routes and opportunities						
B23 Advise, guide and counsel individuals, groups and organisations on how they might gain financial support for their learning						
B24 Advise, guide and counsel individuals, groups and organisations on how to overcome problems which get in the way of their learning						
B31 Develop, pilot and evaluate learning materials which enable individuals and groups to learn by themselves						
B32 Prepare, maintain and enhance computer-based learning materials and equipment for use by individuals and groups						
B33 Prepare, maintain and enhance paper-based and audio-visual learning materials and equipment for use by individuals and groups						
B41 Plan, coordinate, evaluate and improve programmes of learning for individuals, groups and organisations						
B42 Develop, evaluate and improve materials for use in learning activities						
B43 Plan, implement and evaluate specific development activities for individuals and groups						
B44 Plan, deliver and evaluate specific presentations, demonstrations and instructions which enable individuals and groups to learn						
B45 Plan, implement and evaluate coaching and mentoring activities and learning contracts						
B46 Assess individual and group progress and provide feedback to inform future learning						
B51 Enable individuals to have their achievement recognised through certification						
B52 Enable organisations to have their achievement recognised through certification						
B53 Enable the community to recognise the achievements of individuals, groups and organisations						
B61 Prepare, maintain and enhance facilities and equipment specifically designed to support learning						
B62 Support learners to enable them to make optimum use of facilities devoted to learning						
B63 Provide and improve services which enable individuals to gain access to learning opportunities and facilities						
B64 Provide and improve services which enable individuals with special needs to make optimum use of learning opportunities and facilities						
C11 Plan and establish new methods and opportunities for researching, developing and promoting learning and related services and facilities						
C12 Support and monitor those who research, develop and promote learning and related services and facilities						
C13 Evaluate and improve methods and opportunities for researching, developing and promoting learning and related services and facilities						
C21 Plan and establish advice, guidance and counselling provision which meets the changing needs of individuals, groups and organisations within the community						
C22 Support, monitor and maintain advice, guidance and counselling provision to meet the changing needs of individuals, groups and organisations						
C23 Evaluate and improve the quality of advice, guidance and counselling provision to meet the changing needs of individuals, groups and organisations						
C31 Coordinate, evaluate and improve the provision and quality of learning materials which enable individuals and groups to learn by themselves						
C32 Coordinate, evaluate and improve the provision and quality of computer-based learning materials and equipment						
C33 Coordinate, evaluate and improve the provision and quality of paper-based and audio-visual resource provision						
C41 Plan and establish the provision of new learning programmes and activities which meet the changing needs of individuals, groups & org's within the community						
C42 Support and monitor those who provide learning programmes and activities						
C43 Evaluate and improve the quality of learning provision to confirm that it meets the changing needs of individuals, groups and organisations						
C51 Plan and establish new methods and opportunities for recognising the achievement of individuals, groups and organisations within the community						
C52 Support, monitor and verify the decisions of those who enable individuals, groups and organisations to have their achievements recognised						
C53 Evaluate and improve methods and opportunities for recognising the achievement of individuals, groups and organisations within the community						
C61 Plan and establish new learning support services to improve individual and group use of learning opportunities and facilities						
C62 Support and monitor those who provide learning support services and facilities						
C63 Evaluate and improve the provision and quality of learning support services and facilities				●		
D11 Develop and propose applications to secure funding						
D12 Develop, maintain and evaluate systems and processes for acquiring and deploying the use of financial and physical assets	●					
D13 Monitor and evaluate the acquisition and deployment of financial and physical assets	●					
D21 Recruit and select people who have the potential to improve the quality of learners' experience						
D22 Deploy and support people to enable them to improve the quality of learners' experience						
D23 Develop and appraise people to enable them to improve the quality of learners' experience						
D31 Prepare, maintain and enhance the safety, security, cleanliness and appearance of the environment					●	
D32 Provide and improve services to support the health and social well-being of individuals and groups within learning facilities						
D41 Coordinate, facilitate, effect and improve services to receive and direct individuals and groups to, within and between learning services and facilities						
D42 Coordinate, facilitate, effect and improve services to produce and process information		●				
D43 Coordinate, facilitate, effect and improve the receipt, storage and flow of equipment, goods and materials to, within and between facilities						

(1) Accreditation in closing stages. (2) Potentially applicable across most roles.

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4. Conclusion

The project findings give an overview of the structure of the sector in England, Scotland and Wales. It has been estimated that there are around 4 million students in the sector. However, the statistics are complicated by the fact that they are collected in many different ways which are not directly comparable and are not available for the voluntary and private sectors. The workforce statistics suggest there are at least 400,000 individuals working in the sector (half in FE institutions), of whom 60% are engaged in directly providing or supporting teaching and learning. The statistics need to be updated when final figures from the Funding Councils are available.

The apparent trend to employ increasing numbers of part-time staff, which will have an effect on the design and take-up of qualifications, needs further investigating. The limited information available on the variety of support staff roles, their qualifications and staff development, will need augmenting.

Information from providers suggests that a large number of staff are engaged in initial teacher training at any one time, but there are no nationally agreed definitions and standards for an acceptable level of teaching qualification for both full- and part-time lecturers. The FEFCE/W statistics based on individual staff records will provide clearer evidence of levels of initial teacher training. Further research is needed into the numbers, qualifications and initial teacher training of staff in the adult, private and voluntary sectors.

Common ways of describing and reporting staff development, which includes subject updating, acquisition of new skills and competences to meet changing organisational demands, would make comparisons easier. The project did not make a detailed study of staff development but other work supported by the Employment Department suggests that it would be fruitful to undertake an investigation of staff attitudes to NVQs, and a cost-benefit analysis of on-site assessment.

The functional map provides a useful basis for further development of standards involving the whole sector. The statement of principles and commitments could be developed into a statement of values which other professional groups have found a helpful aspect of standards development. The apparent overlap of many of the functions in the map with TDLB and other standards needs to be investigated, to see how far they coincide with actual FE work roles. Work on staff competencies in further and adult education undertaken in Scotland and existing qualifications for FE staff should be taken into account in future development work.

This initial study of the FE sector has generated widespread debate on how to improve the status and standards of the workforce and to help staff meet the demands which are placed on them in a period of rapid change. In taking the work forward, it will be crucial to involve the many organisations and individuals with a strong interest in staff development, training and qualifications.

Annexe 1 Project objectives and methodology

The project's objectives were to:

- incorporate and build upon relevant research findings and best practice from the FE sector itself, allied occupations in other sectors relevant to the work of the FE sector and the National Standards Programme's development work with allied professions.

- prepare an occupational map of the FE sector which

  — identifies the number and job titles of all occupations present in the sector

  — includes examples of job descriptions, recruitment specifications, learning programmes or similar materials to illustrate the typical requirements of each occupation

  — provides details of the qualifications and non-certified learning or development programmes in use or available for each occupation

  — identifies those occupations which are also present in other sectors

- prepare a functional map of the FE sector which

  — builds on and incorporates the work completed as part of the preparation of the occupational map

  — proposes a key purpose statement for the FE sector which is consistent with both the stated aims of the sector and with best practice in the formulation of such statements

  — develops from that key purpose statement a draft initial functional analysis of the FE sector domain, to a stage which will enable both the recognition by the sector of occupational roles and a comparison with functional maps for allied occupations in other areas

  — thereby identifies the boundaries with allied professions and occupations in other sectors and thus the extent to which functions present in FE sector occupations are already covered by existing national standards and NVQs/SVQs

  — identifies any gaps in those existing frameworks which would indicate the need for further national standards development work by a lead body or similar

- prepare a final report which contains the occupational and functional maps as specified above, together with a description of the boundaries with other allied professions and occupations, which considers the extent to which work in the FE Sector is already covered by available National/Scottish Vocational Qualifications, standards, and highlights gaps in existing frameworks.

PROJECT METHODOLOGY

The project was undertaken in three main phases between February and July 1995:

Phase 1 Development of the occupational map by desk research and a number of interviews (both face to face and telephone). Information provision to the field about the project.

Phase 2 Development of the functional map by initial project team meeting and a workshop for the steering group, followed by a number of regional workshops and feedback from sector organisations and colleges via 'briefing packs'. Continued development of the occupational map.

Phase 3 Matching the functional map to existing National Standards by identification and collation of existing standards to identify gaps.

The sources of data for the occupational map are outlined in Section 2 of this report.

The main source of information for the development of the functional map came from a series of workshops for practitioners in April-May 1995. These practitioners were mainly drawn from FE corporations although there were a few representatives from adult education in England and Wales and community education in Scotland. Organisations invited to the development workshops were asked to send four out of five categories of job roles to the workshops. These were those who:

- facilitated learning
- supported teaching and learning
- supported the organisation
- had management roles across the college/service
- were governors/members of boards of management

The project team produced the various drafts of the map through feeding delegates' comments into a database and using this to sort comments into categories. This feedback was then analysed and synthesised to develop the subsequent drafts.

Each workshop lasted for one day and comprised a brief session on the aims and objectives of the project, followed by a number of smaller group sessions using the Metaplan technique to comment and provide data on the draft functional map. Participants were also asked to think about the issues which they felt were important in FE at the present time, to give their opinions on any major trends or changes that had arisen in the sector, debate the values on which the work of the sector is based and alert the project team to any issues pertinent to the project.

The organisation workshops followed a similar format to the development workshops but were targeted at a different audience. Here those invited were not practitioners from the field, but representatives of organisations who have a stake in the FE sector.

In total, almost 300 individuals, including members of the projects' steering group and technical working group were involved in the development of the functional map.

Scope of the project

In order to undertake the mapping exercise it was necessary to agree boundaries for the sector. It was agreed that FE sector can best be characterised as education which:

- takes place outside schools and universities
- is undertaken both full- and part-time
- primarily caters for those who are 16 or more years old
- encompasses a wide range of approaches to learning
- may or may not lead to national certification
- is truly comprehensive in terms of subject and content

It is characterised by the flexibility and responsiveness which it is able to offer to users. This has resulted in a highly diversified, complex and responsive service which is designed to meet the needs of individuals, groups and organisations within the local community.

The following FE providers were identified as part of the sector:

- FE corporations (or incorporated colleges) — all FE colleges and sixth-form colleges included in this category under the Further and Higher Education Act (England and Wales) 1992 and the Further and Higher Education (Scotland) Act 1992

- designated colleges in England
- local education authority/local authority centres and services who provide community education services i.e. adult education services, youth work and community work
- voluntary providers, such as the Workers' Educational Association (WEA) and the National Federation of Women's Institutes
- private and independent providers which include independent FE institutions; private training providers, such as those who focus on the needs of the unemployed; commercial trainers, such as those who specialise in IT, law, English as a Second or Foreign Language; driving and equestrianism; in-company training for own employees
- prisons

Given the short timescale, it was agreed that the main focus of the mapping project would be the FE corporations and designated colleges, followed by provision offered by local education authority centres and services, i.e. community education in Scotland and adult education in England and Wales.

The project focused on the following roles or their equivalents to give appropriate coverage of the occupational and functional map:

- learning facilitators, such as teachers, lecturers, community education workers and tutors
- learning support staff, such as study support staff, learning resource personnel, librarians
- organisational support staff, such as receptionists, administrative and clerical support, information processing support, personnel officers, catering staff, estates staff, finance officers and security
- managers
- governors and members of boards of management

Annexe 2

Size and scope of the sector

There are approximately 460 FE corporations in England which are recognised by, and receive a large proportion of their funding from, FEFCE. In addition, there are 14 institutions named under the Further and Higher Education Act 1992 as 'designated colleges' which have different historical roots. The institutions differ widely in the range of provision which they offer and the number of students which they enrol each year.

There are 30 FE corporations in Wales which range in size from Gwent Tertiary College, which is a multi-site operation with over 18,000 enrolments each year to Pencoed College which offers programmes in land-based studies and enrolled 557 students over the year 1993-4.

The Funding Councils for England and Wales fund provision under Schedule 2 of the Further and Higher Education Act which is oriented to the achievement of vocational qualifications or which allow progression to the same. Their funding methodologies emphasise responsiveness to the local community, particularly the local labour market; success in achieving the previous year's targets; the quality of the institution's education and training programmes; the contribution to FEFCE's and FEFCW's main priorities; the college's efficiency as measured by its output for a given level of Council funding.

FE corporations will also manage programmes for adult and young unemployed people; deliver off the job training programmes; run a range of courses and initiatives to meet the specific needs of local community and local enterprises; support personal social and intellectual development; deliver off the job or on site training and education for employees; deliver programmes which lead to higher education or professional qualifications, and provide a number of other services related to education and training. Funding for these programmes and initiatives can be from TECs, government or European funding, local authority funding for adult education, local businesses, and individual students.

Scotland has 43 independent corporate institutions whose main source of funding is from the SOED, as well as three FE centres in Orkney and Shetland run by education authorities supported by direct payments from SOED. It is for the colleges to determine the appropriate curriculum which they are to offer to students provided that it is in the Board of Management's duties and powers for FE.

Local education authorities are responsible for securing the provision of adequate facilities of all types of FE for adults which are not set out in Schedule 2. By contrast with the duty placed on the Funding Councils, local

education authorities' duty might be characterised as being generally of a more local nature and responsive to specific local concerns. The location of adult education provision varies with some authorities contracting out most, if not all, to FE corporations. Other authorities have a number of their own separate adult education centres and school-based community colleges.

Youth and Community work were excluded from this study as earlier work had been undertaken to produce occupational standards for Community Work under the Care Sector Consortium and a study had been undertaken by the University of Sussex exploring the feasibility of developing standards for youth and community work for the Employment Department and the National Youth Agency.

In Scotland, where community education covers adult education, youth and community work, the three strands of the service have been combined to form one integrated service — community education, following the proposals of the Alexander Report in 1975, so it was more difficult to gather separate data on adult education.

There are a number of voluntary organisations which are active in the field of FE. These range from those whose main purpose is the provision of educational opportunities, such as the WEA, the National Federation of Women's Institutes (NFWI) and the University of the Third Age (U3A), to others who provide educational services to promote and educate individuals and groups about the main focus of their work, such as environmental conservation groups.

The WEA is the largest voluntary education organisation in the UK with about 700 local branches organised into 13 English Districts and the Scottish Association; in England it is one of the designated colleges. The NFWI is a non-sectarian, non-political voluntary organisation with over one third of a million members.

The voluntary FE sector is very diverse and consequently it has not been possible to do more than scratch the surface of this area of work given the remit and resources of this project.

Independent sector organisations offer FE opportunities to young people and adults, through residential, long course, short course, evening course, distance learning or through correspondence. Information on the independent sector is light. However, in 1993 the Department for Education issued a statistical bulletin which provided a snapshot based on research carried out for the DFE, the SOED and the Welsh Office by the Centre for Higher Education Studies. The survey found, using grossed data from a sample of organisations that in Great Britain in 1992, there were a total of some 3,955 providers of further and higher education in the independent sector, of which some 3,000 were college-type institutions.

FE services in prisons are secured through competitive tendering. Thirty-eight FE corporations, one university, three local authorities and three private training companies in England and Wales provide education services to

prisons in England and Wales. The 18 Scottish prisons are provided for by six Scottish FE corporations, one FE corporation in England and one Scottish regional council education service.

Educational programmes, in order to meet the needs of students, contain to a greater or lesser degree basic and general academic education as well as vocational, social, cultural and recreational education. Where possible, programmes are based on NVQs/SVQs.

STUDENT NUMBERS

It is possible to collect data on levels of student activity, one indicator of the size of the sector, in a number of different ways. Given the timing of this project and the way in which the data has been collected by the respective bodies, it has been possible to gain information as follows:

- students and student enrolments on full-time and part-time FE courses in FE institutions in England in November 1993 (FESR method)
- trends in student enrolments from 1990 to 1993 in FE institutions in England in November (FESR method)
- figures on full year enrolments in FE corporations, excluding the sixth form colleges and designated colleges, in England during 1993-4 (the AMS method)
- projected number of FTE students in FE corporations in England up to 1996-1997 (FEFCE)
- student enrolments and FTEs in FE corporations and higher education institutions on full-time and part-time FE courses in Wales in November from 1989 to 1993 (FESR method)
- total full year student enrolments in Scottish colleges of FE, local authority colleges and local authority evening centres from 1989 to 1993
- estimated figures on independent sector providers and related student numbers in May 1992 across Great Britain

From these it can be estimated that at any point in time there are over 2.2 million enrolments in England in FE corporations, over 100 thousand in Wales, 200 thousand in Scotland, 1.4 million adult education enrolments in England and over 50 thousand in Wales, at least 600 thousand in the private and independent sector, and unknown numbers in community education in Scotland and in voluntary education. It should be stressed that because of differences in the way data is collected and student activity measured, each set of statistics needs to be scrutinised carefully. Nevertheless, from the information available it is possible to state that in terms of activity, the FE sector is large in size, having over 4.5 million enrolments at any one time.